DOCUMENT RESUME

ED 033 715 JC 690 428

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TITLE	Instructional Objectives for a Junior College Course in Spanish (First Semester).
INSTITUTION	California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date	Nov 69
Note	39p.
EDRS Price	EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors	*Behavioral Objectives, *Junior Colleges, *Spanish

Abstract

See JC 690 392 above. [Not available in hard copy because of marginal reproducibility of original.]

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN SPANISH (FIRST SEMESTER)

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November 1969

JC 690 042

SPANISH OBJECTIVES: SET # 1

A. GENERAL OBJECTIVES FOR THE UNITS OF INSTRUCTION

. Goals:

Unit 1. 1. The students will be able to understand the Spanish vowel and consonant sounds. They will be able to differentiate between minimal pairs while they are pronouncing these words.

Unit 2. 2. The student will be able to select the right subject pronoun when forming oral or written sentences.

3. The student will learn to use the irregular verb "ser," (to be) and compose sentences with it using the different subject pronouns.

3. The student will learn the present tense of the first verb conjugation, -ar verbs. He will be able to select the right person for each subject pronoun and form simple sentences.
4. The student will learn about gender and plural of nouns and how adjectives agree with their nouns in gender and number.

Unit 3. 1. The student will learn word order in questions, through substitution drills.
2. Student will learn the interrogatives and their different meanings, for example, between ¿adónde?, ¿dónde?.
3. The student will practice intonation by looking at their text and listening to the recordings which contrast Spanish and English intonations.
4. The student will learn that Spanish has two forms for the verb "to be" in English, "ser" and "estar;" he must demonstrate that he knows when to use one or the other.

Unit 4. 1. The student will learn the two other verb conjugations, and will use them properly with the right subject pronoun.
2. The student will become aware of verbs with changing stem and where irregularities manifiest themselves. He will be able to write these verbs correctly.
3. The student will learn the possessive adjective and know how to use it with the noun.
4. He must learn how Spanish denotes possession with "de."

Unit 5. 1. The uses of irregular present tense verbs, must be shown by student by some behavioural form.
2. The two forms of direct command must be known by the student, "tú" informal, and "usted" formal.

Unit 6. 1. The student will learn the preterite of regular verbs and dar.

2. The student will learn to use the conjunctions "e"in place of "y" and "u" in place of "o."

3. The student will know when to contract "a" plus "el" to "al.

4. The student must learn to differentiate between "saber y conocer" to-know. (two different verbs).

Unit 7. 1. The student must know that in Spanish as well as in English, a verb may take an infinitive object or a noun object. (Infinitve after another verb).

2. The student must understand that "al" plus infinitive expresses an action simultaneous with another action. (Its English equivalent "on" plus participle.)

3. The uses of the reflexive in Spanish must be learned by the student.

Unit 8. 1. The student must learn to use infinitives after prepositions to express such ideas as in English: "Instead of going," "without mentioning," about progressing."

2. The student must be aware that the present participle in Spanish, used as a phrase, conveys idea of something happening at the moment. (ndo form of the verb).

3. The student must learn to compose sentences attaching subject pronouns to objective infinitives.

4. The student must familiarize himself with cardinal numerals above ten.

Unit 9. 1. The student must know the preterite of"ir" verbs, and how to use them in expressions.

2. The student show the position in the sentence of limiting adjectives.

3. Ordinal numerals from one to ten must be mastered by the student.

Unit 10. 1. The student must learn how to use the imperfect and to realize that Spanish has two past tenses: imperfect and preterite.

2. The student must understand how the progressive is used in Spanish.

Unit 11. 1. A student should learn that in Spanish when object pronouns follow each other, the forms me, te, se, precede all forms beginning with "l."

2. The student should know what is an indirect object and how is translated into English. (off, on, to, for)

3. The student must learn when to say "es" and when to say"son" with time.

Unit 12. 1. The student should know the position of descriptive adjectives in Spanish.

2. The position of limiting adjectives should be learned by a student.

3. The student should learn how to use the reflexive in Spanish.

Unit 13. 1. The student should learn the position of negatives other than "no" in the sentence.

2. The student should learn to use personal "a" before indefintes.

3. The student must know that the indefinites "alguien, nadie, alguno, and, ninguno" always call for the personal "a."

B. SPECIFIC MEASURABLE OBJECTIVES

Unit 1. 1.In a class recitation 80% of the students will be able to pronounce the five Spanish vowels a,e,i,o,u in a precise and clear manner, without diphthongizing them as in English, 90% of the time.

2. Given a list of minimal vowels to contrast in

2. Given a list of minimal vowels to contrast in unstressed syllables, the student will repeat after the teacher seven out of ten with 90% accuracy.

Unit 2.

1. Given several completion items the student will be able to select the proper subject pronouns in keeping with the rules of Spanish grammar. Studentes must be able to fill in fifteen out of twenty with 90% accuracy.
2. Given six forms of the verb"hablar" the student must six sentences with each of these forms. Students must write four out of six with 80% accuracy.
3. Given ten sentences students will select the adjective that agrees with the noun in gender and number. Students are expected to select seven out of ten with 80% accuracy.

Unit 3.

1. Given a list of statements, the students will transform them into questions. The students should be able to write ten out of twelve with 80% accuracy.
2. Given eight sentences in Spanish with English interrogatives among them. The students will substitute the correct forms of the interrogatives in Spanish for them. Students should get six out of eight with 80% accuracy.
3. Given ten sentences to read orally, the students will demonstrate their knowledge of Spanish pronounciation by enunciating seven out of ten with 90% accuracy.

4. Given ten sentences, students will select one of the two forms of the verb to be, "estar" and "ser," completing the sentences by filling the blanks. Students must get seven out ten with 80% accuracy.

Unit 4. 1. Given the present tense of the verb "creer"the student will write six simple sentences, representing the three persons of the singular and the three of the plural. Students must get four out of six with 80% accuracy.

2. Given the verb"escribir" in the present tense form, the students will write six simple sentences representing the three persons of the singular and the three of the plural. Students must get four out of the six with 80% accuracy.

3. Given five verbs with irregularities in the stem, the students will list them and show where the irregularities occur. Students must get twenty out of thirty with 80% accuracy.

4. Given ten sentences with possessive adjectives missing, the students will find the adequate Spanish one to fill in. Students must get four out of six with 85% accuracy.

5. Given five English sentences, the students will translate them , showing possession in Spanish. Must get four out of five with 80% accuracy.

Unit 5. 1. Given five irregular verbs in the present tense, the students will list them and show their irregularities, e. g. conocer, parecer, poner, salir, and caer. Students must get twenty out of thirty with 80% accuracy.

2. Given the direct commands: The "usted," "ustedes,"

forms, the student will compose six sentences to show his familiarity with personal pronouns. Students must get fout of six with 80% accuracy.

Unit 6. 1. Given ten sentences with verbs in the present tense, the students will change them into the preterite. Students must get eight out of ten sentences with 80% accuracy.

2. Given five sentences, students will demonstrate their understanding of the uses of different types of conjunctions in Spanish, equivalentsof "and" e.g."e" for "y" and "u" for "o", by replacing the incorrect conjunctions. Four out of five with 90% accuracy.

3. Given five items substitution drill, the students will demonstrate their knowledge of the principle of substituting"a" plus "l" for al, making it a contraction, by inserting the correct form. ("a" plus "la" is not contracted). Students must get four out of five with 90% accuracy.

4. Given the words "saber" y "conocer", students must demonstrate their understanding of these two verbs by writing five sentences of each type. Eight out of ten with 80% accuracy.

Unit 7. 1. Given four sentences, the students will demonstrate their knowledge of the language by substituting one verb for another, from forms supplied. Students must get three out of four with 90% accuracy.

2. Given six sentences which are incomplete, the students will complete them by using infinitive objects, e.g. "No necesitas <u>saber</u> <u>inglés</u>." Students must get four out of six with 80% accuracy.

3. Given five sentences in Spanish with "al plus infinitive," the students will translate them into their English equivalent. Students must get four out of five with 80% accuracy.

4. Students must show their understanding of the reflexives by writing five simple sentences in Spanish, covering this problem. Students must get four out of five with 80% accuracy

Unit 8. 1. Given six sentences with expressions such as "Instead of going," "without mentioning," "about progressing," "until arriving," "because of talking," and "of going," the students will write sentences in Spanish showing the same concept. Must get four out of six with 80% accuracy.

2. Given five sentences in Spanish in the present tense the students will demonstrate their knowledge of the uses of the present progressive in Spanish by transforming them into this form. The present progressive in Spanish expresses temporary action. Four out of five with 80% accuracy.

3. Given five simple sentences in Spanish, with "a" plus infinitive as a direct object, the student must substitute the pronoun's position by attaching it to the infinitive, e.g. "Levamos a hablar." for "Vamos a hablarle." Students must get four out of five with 90% accuracy.

4. Given ten cardinal numerals, the students must write the Spanish equivalents and get four out of five with 90% accuracy.

Unit 9. 1. Given ten simple sentences in the present tense in Spanish, the students will demonstrate their knowledge of the preterite by changing the sentences into this tense. Students must get eight out of ten with 80% accuracy.

2. The student has been asked to show the position of limiting adjectives by writing ten sentences in Spanish as home work. Student must place 7 out of 10 limiting adjectives with 90% accuracy.
3. During a class quiz the student is asked to list the first ten ordinal numerals. Students must have 100% accuracy.

Unit 10.
1. Given five sentences in the preterite, the student will substitute the imperfect for the other form. Four out five with 80% accuracy.
2. Given five sentences in English, the student will show her understanding of the past progressive by translating them orally in class. Four out of five with 80%.

Unit 11.
1. To demonstrate her understanding about the order of subject pronouns in a sentence, the student will be asked to write sentences with two object pronouns, one direct and the other indirect. Seven out of 10 with 80% accuracy.
2. When given twelve sentences in Spanish the student will underscore the indirect objects. Ten of twelve with 80% accuracy.
3. Given the same above sentences, the student will translate them, seven from twelve with 100% accuracy.
4. Given six sentences in Spanish, the student will show her understanding of the verb "ser" by using the verb to fill in the blanks. These sentences deal with time, student will fill five [illegible] out of six with 90% accuracy.

Unit 12.
1. Given five descriptive adjectives and five limiting adjectives, the student will demonstrate her knowledge of Spanish by composing ten sen-

tences with five sentences showing the limiting adjectives, and five showing the descriptive adjective. Eight out ten with 80% accuracy.

3. The student will demonstrate orally her knowledge of the reflexive verbs in Spanish by giving four examples of its use in class. Three out of four with 80% accuracy.

Unit 13. 1. The student will demonstrate to the class her knowledge of the position of negatives other than "no" in the sentence. She will write two examples in the blackboard and read them out. The written work must be 90% accurate.

2. Giving a list of ten indefinite nouns the student will demonstrate her understanding of the use of the personal "a" with indefinites. Eight out of ten with 90% accuracy.

SPANISH OBJECTIVES: SET # 2

INTRODUCTORY UNIT

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. AN INTRODUCTION TO THE HUMAN SPEECH MECHANISM.
2. THE DIFFERENCES IN THE MANNER OF PRODUCING SPANISH AND ENGLISH VOWEL SOUNDS, THEIR DIFFERENCES IN FUNCTION, AND THE DIFFERENCES IN HOW THEY ARE REPRESENTED VISUALLY IN WRITING.
3. SOME SPANISH SPELLING INCONSISTENCIES.
4. THE NUMBERS FROM 1 TO 10 IN SPANISH.
5. THE RULES FOR DETERMINING WHICH SYLLABLES ARE STRESSED IN SPANISH WORDS AND BREATH GROUPS.
6. THE EXPRESSION OF GREETINGS, FAREWELLS, THANKS PARDONS, ECT.
7. THE ASKING OF ONES NAME AND THE REPLYING WITH THE SPANISH EQUIVALENT OF THE STUDENT'S FIRST NAME.

GOAL I: THE STUDENT WILL BECOME FAMILIAR WITH THE PARTS OF THE MOUTH AND THROAT INVOLVED IN THE PRODUCTION OF SPEECH AND UNDERSTAND FIRST, THE PRINCIPLE DIFFERENCE BETWEEN CONSONANT AND VOWEL SOUNDS AND SECOND, THE DIFFERENCES IN THE MANNER OF PRODUCING SPANISH AND ENGLISH VOWEL SOUNDS.

Rationale. Vowels function differently in the two languages. In English, only stressed vowels need be pronounced clearly, but in Spanish, all vowels must be pronounced clearly if communication is to take place.

OBJECTIVE I: (fundamental) The instructor will write the letters which represent the 5 Spanish vowel sounds on the board. He will then dictate the 5 Spanish vowels in random order until he has said each one twice. The student will write the appropriate letter on paper as each sound is pronounced in all 10 instances.

OBJECTIVE II: (fundamental) The instructor will write the letters that represent the 5 Spanish vowel sounds on the board. He will call individual students to pronounce the sounds represented by each letter he points to. The student will pronounce the correct sound in every instance.

Rationale. The English name of one vowel sounds like the Spanish name of a different vowel. Ex. The Spanish name for the letter "I" sounds like the English name for the letter "E."

INTRODUCTORY UNIT

GOALS AND SPECIFIC OBJECTIVES

OBJECTIVE III: The instructor will pronounce 10 Spanish words containing 3 or more syllables. In some of the words he will project an English "schwa." The student will detect the "schwa" in at least four out of five occurences.

Rationale. The "schwa" is the name given by phoneticians to the neutral vowel sound that occurs in most unstressed syllables of English words. English speaking students will tend to project this sound into Spanish words where it will obscure the meaning. Ex. If the student projects the schwa onto the Spanish words mesas and meses, the native will not know whether the student is referring to tables or months. The difference in meaning between the two Spanish words depends on the contrast between the unstressed a of one word and the unstressed e of the other in the second syllable of each.

GOAL II: THE STUDENT WILL LEARN THE COMMON EXPRESSIONS USED TO GREET PEOPLE, TO SAY GOOD-BYE, TO EXCUSE ONESELF, and OTHER SOCIAL AMENITIES; HOW TO ASK SOMEONE HIS NAME AND HOW TO ANSWER USING THE SPANISH EQUIVALENT OF THE STUDENT'S FIRST NAME.

OBJECTIVE IV: The student will memorize all the expressions listed in the textbook under "Saludos y Despedidas" and"Expresiones de Cortesía." He them use them them in role playing with the instructor or other students in the classroom. He will not be graded on his ability to memorize,but rather on the appriateness of his utterance in a conversational situation.

GOAL III: THE STUDENT WILL LEARN THE RULES FOR DETERMINING WHICH SYLLABLE IS STRESSED IN WORDS OF MORE THAN ONE SYLLABLE AND IN BREATH GROUPS.

OBJECTIVE V: Given a list of 10 unfamiliar Spanish words of more than one syllable, the student will underline the stressed syllable in at least 7 instances.

GOALS AND OBJECTIVES

OBJECTIVE VI: Given 3 of the expressions referred to in objective IV in writing, the student will first pronounce one word at a time putting the stress on the proper syllables, and then he pronounce each breath group as one word stressing only the proper syllable of each key word. He must do this correctly in at least two of the above expressions.

Rationale. In Spanish, no separation is made between words of an uninterrupted phrase. When words are pronounced individually, every word of more than two syllables has a stressed syllable, but, when a group of words are pronounced in a continuum, only the key words of the utterance have stressed syllables. Such groups are referred to as "breath groups."

GOAL IV: THE STUDENT WILL LEARN THE 4 WAYS TO SPELL THE EQUIVALENT OF THE ENGLISH "S" SOUND AND 3 WAYS TO SPELL THE EQUIVALENT OF THE ENGLISH "K" SOUND.

OBJECTIVE V: Given a list of 15 Spanish words, the student will circle every letter or combination of letters that represent an "S" sound and underline every letter or combination of letters which represent a "K" sound. 70% accuracy is the minimal acceptable performance.

Rationale. The letter "C" in Spanish can represent both a "K" sound and an "S" sound, but a "K" sound before an "E" or an "I" has to be spelled "QU". Thus, the student has to learn to recognize sounds he already knows but are spelled differently. This is strictly a spelling and recognition problem. The sounds are the same in both languages.

GOAL V: THE STUDENT WILL LEARN THE SPANISH WORDS FOR THE NUMBERS FROM 1 TO 10.

OBJECTIVE VI: The student will read simple arithmetic equations in Spanish. He will be shown flash cards on which equations employing the Arabic numerals from 1 to 10 are printed. Minimal achievement; 80%.

UNIT ONE

CONTENT, GOALS, AND OBJECTIVES

CONTENT:

1. THE FORMS AND FUNCTIONS OF THE DEFINITE AND INDEFINITE ARTICLES.
2. THE GENDER OF NOUNS IN SPANISH.
3. THE MEANING AND FUNCTION OF SUBJECT PRONOUNS IN SPANISH AND ENGLISH.
4. VERBAL SUFFIXES IN ENGLISH AND SPANISH.
5. THE FORMS OF REGULAR SPANISH "A" VERBS.
6. THE NEGATION OF SPANISH VERBS.
7. THE FORMATION OF QUESTIONS.
8. THE PRONUNCIATION AND RECOGNITION OF THE SOUNDS REPRESENTED BY THE LETTERS "B" AND "V" IN SPANISH WRITING.
9. THE ASSOCIATION OF SPANISH WORDS TO PICTURES OR ACTUAL OBJECTS TO WHICH THEY REFER.
10. THE NUMBERS FROM 11 TO 20 IN SPANISH.

GOAL I: THE STUDENT WILL LEARN THE FORMS OF THE DEFINITE AND INDEFINITE ARTICLES AND THEIR FUNCTIONS AS NOUN MODIFIERS.

OBJECTIVE I: Given a list of 15 Spanish nouns, the student will place the proper form of the definite article before each one in at least 11 instances.

OBJECTIVE II: Given a list of 10 Spanish nouns, the student will place the proper form of the indefinite article before each one in at least 8 instances.

GOAL II: THE STUDENT WILL LEARN THE FORM AND FUNCTIONS OF THE SPANISH SUBJECT PRONOUNS.

OBJECTIVE III: Given a list of 8 Spanish subject pronouns, the student will state the function of each in a conversational situation in at least 6 instances.

GOAL III: THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE STEMS AND SUFFIXES OF THE PRESENT INDICATIVE TENSE OF REGULAR SPANISH "A" VERBS.

OBJECTIVE IV: The student will make a slot analysis of a regular Spanish "A" verb arranging the subject pronouns in the same order as on the demonstration chart used in class. The assignment is to be done outside of class. If any errors are made, the assignment must be repeated until 100% accuracy is achieved.

(This procedure will be repeated every time a a new tense or irregular verb form is introduced and reference will be made to this obj.)

OBJECTIVE V: The instructor will set up a regular "A" verb on the demonstration chart. The student will be asked to tell what specific information is given by any of the tense-mode or person number suffixes with at least an accuracy of 75%.

(As with the previous objective)

UNIT ONE

GOALS AND OBJECTIVES

GOAL IV: THE STUDENT WILL IMPROVE HIS PRONUNCIATION OF THE SOUNDS REPRESENTED BY THE LETTERS "B" AND "V" IN SPANISH.

OBJECTIVE VI: During a guided conversation, the student will show an improvement in his pronunciation of the sounds represented by the letters "B" and "V" in Spanish while saying the expressions learned from the previous unit.

(Guided conversation: the teacher intervenes in Spanish whenever a student gets stuck and helps him in Span.)

GOAL V: THE STUDENT WILL LEARN TO RECOGNIZE 3 TYPES OF QUESTIONS: THOSE WHICH ASK FOR CONFIRMATION OF A STATEMENT; THOSE WHICH ASK FOR A YES OR NO ANSWER; AND THOSE WHICH ELICIT SPECIFIC INFORMATION (who?, when?, how?, ect.).

OBJECTIVE VII: The student will classify all the questions in the dialog "En un restaurante" as to whether they are confirmation tags, yes-no questions, or information questions. He will perform the task outside of class and with an accuracy of at least 75%.

GOAL VI: THE STUDENT WILL LEARN TO NEGATE THE VERB IN SPANISH SENTENCES.

OBJECTIVE VIII: Given a group of 10 randomly selected negative and affirmative statements and questions, the student will make the negative sentences affirmative and the affirmative sentences negative in at least 8 instances.

GOAL VII: THE STUDENT WILL FAMILIARIZE HIMSELF WITH THE WORDS AND PHRASES LISTED IN THE VOCABULARY IMMEDIATELY FOLLOWING THE DIALOG "EN UN RESTAURANTE."

OBJECTIVE IX: The student will copy at least one sentence containing each vocabulary item listed on page 15 from the dialog "En un restaurante," and underline that word or phrase.

GOAL VIII: THE STUDENT WILL LEARN THE SPANISH WORDS FOR THE NUMBERS FROM 11 TO 20.

OBJECTIVE X: The student will read simple arithmetic equations in Spanish. He will be shown flash cards with equations using the Arabic numerals from 1 to 20. Minimal achievement; 80%.

UNIT TWO

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. THE CHOICE BETWEEN ADDRESSING OTHER PERSONS IN THE TÚ OR USTED FORM.
2. THE PRESENT TENSE OF REGULAR "E" AND "I" VERBS.
3. THE PRESENT TENSE OF THE IRREGULAR VERB SER.
4. TELLING TIME IN SPANISH.
5. DAYS OF THE WEEK, MONTHS, AND SEASONS.
6. THE USE OF TWO OR MORE NEGATIVE WORDS.
7. THE NAMES OF SPANISH SPEAKING COUNTRIES.
8. PRONUNCIATION OF THE SOUNDS REPRESENTED BY
9. THE LETTERS "T" AND "D" IN SPANISH.

GOAL I: THE STUDENT WILL LEARN TO RECOGNIZE THE CUES IN REAL LIFE SITUATIONS WHICH DETERMINE WHETHER A NATIVE WILL ADDRESS SOMEONE IN THE TÚ OR USTED FORM.

OBJECTIVE I: Given a list of 10 situations described in English, the student will indicate next to each item whether the tú or usted form of address is appropriate. He must choose the appropriate form in at least 7 instances.

GOAL II: THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE STEMS AND SUFFIXES OF THE PRESENT INDICATIVE TENSE OF REGULAR SPANISH "E" AND "I" VERBS.

OBJECTIVE II: The student will prepare a slot analysis chart for one regular "E" verb and one regular "I" verb as described in objective IV of unit one. 100%.

GOAL III: THE STUDENT WILL LEARN THE FORMS OF THE PRESENT TENSE OF THE IRREGULAR VERB SER.

OBJECTIVE III: The student will prepare a slot-analysis chart for the verb SER. 100%. See objective II above.

GOAL IV: THE STUDENT WILL LEARN TO TELL TIME IN SPANISH.

OBJECTIVE IV: The instructor will set various times of day on a teaching clock. The student will read the time of day in Spanish correctly in 4 out of 5 instances. No responses requiring numbers greater than 20 will be asked for.

UNIT TWO

GOALS AND OBJECTIVES

GOAL V: THE STUDENT WILL LEARN THE SPANISH NAMES FOR THE DAYS OF THE WEEK, THE MONTHS, AND THE SEASONS

OBJECTIVE V: Given two lists, one with the names of the days of the week, months, and seasons in English; and the other with the Spanish equivalents in random order; the student will match each Spanish word to its English counterpart with an accuracy of 80%.

GOAL VI: THE STUDENT WILL LEARN HOW TO USE TWO NEGATIVE WORDS IN A SPANISH STATEMENT.

OBJECTIVE VI: Given 3 Spanish statements employing a single negative word, the student will change the sentence structure to permit the use of two negative words without changing the essential meaning of the sentence. The student must write at least 2 grammatically correct sentences.

GOAL VII: THE STUDENT WILL LEARN THE NAMES OF ALL THE COUNTRIES WHOSE OFICIAL LANGUAGE IS SPANISH.

OBJECTIVE VII: The student will write from memory the names of at least 10 countries in which Spanish is the oficial language.

GOAL VIII: THE STUDENT WILL LEARN HOW TO PRONOUNCE THE SOUNDS REPRESENTED BY THE LETTERS "T" AND "D" IN SPANISH.

OBJECTIVE VIII: The student will show an improvement in the pronunciation of the sounds represented by the letters "T" and "D" when using the expression memorized in unit I and other newly acquired vocabulary in guided conversation.

UNIT THREE

CONTENT, GOALS, AND OBJECTIVES

CONTENT:

1. THE PRESENT TENSE OF THE IRREGULAR VERBS TENER, VENIR, AND DECIR.
2. THE SPANISH VERB TENER AS A TRANSLATION OF THE ENGLISH VERB TO BE.
3. THE USE OF THE PREPOSITION DE TO INDICATE POSSESSION.
4. THE SHORT FORM POSSESSIVE ADJECTIVES.
5. THE AGREEMENT OF ADJECTIVES WITH NOUNS.
6. THE POSITION OF DESCRIPTIVE ADJECTIVES.
7. THE ADJECTIVES OF NATIONALITY.
8. THE SPANISH WORDS FOR COLORS.
9. THE PRONUNCIATION OF THE SOUNDS REPRESENTED BY THE LETTERS "R" AND "RR" IN SPANISH.

GOAL I: THE STUDENT WILL LEARN THE FORMS OF THE PRESENT TENSE OF THE 3 IRREGULAR VERBS: TENER, VENIR, AND DECIR.

OBJECTIVE I: The student will prepare slot analysis charts for the present indicative tense of the 3 irregular verbs: TENER, VENIR, AND DECIR. 100%.
Conditions: see objective IV, unit I.

GOAL II: THE STUDENT WILL LEARN TO USE EXPRESSIONS IN SPANISH IN WHICH THE VERB TENER TRANSLATES THE ENGLISH VERB TO BE.

OBJECTIVE II: In guided conversation, the student will use at least 3 expressions in which TENER translates the English verb TO BE

GOAL III: THE STUDENT WILL LEARN TO USE THE PREPOSITION DE IN SPANISH TO TRANSLATE THE ENGLISH POSSESSIVE CASE SUFFIX " 's ".

OBJECTIVE III: Given a list of 10 sentences in English which describe both animate and inanimate possessors, the student will translate them into Spanish using the preposition de to indicate possession.

GOAL IV: THE STUDENT WILL LEARN THE SHORT FORM POSSESSIVES.

OBJECTIVE IV: The student will answer a series of 10 questions concerning the information in the Spanish possessive adjectives in constrast with their English counterparts. The student will write his answers out of class with an accuracy of at least 80%.

UNIT THREE

GOALS AND OBJECTIVES

GOAL V: THE STUDENT WILL LEARN TO MATCH THE SUFFIXES OF ADJECTIVES TO THE NOUNS THEY MODIFY.

OBJECTIVE V: Given a group of 10 nouns referring to persons, and the stems of 2 adjectives of nationality, the student will supply the appropriate adjective suffixes to match the gender and number of the nouns. Minimal achievement is 80% accuracy.

OBJECTIVE VI: Given a group of 10 nouns referring to objects and a stem of an adjective of color following each noun, the student will supply the proper adjectival suffix to match each noun. Minimal achievement is 80%.

GOAL VI: THE STUDENT WILL LEARN THE FUNCTION OF THE POSITION OF DESCRIPTIVE ADJECTIVES.

OBJECTIVE VII: The student will be shown a pair of posters on which the same adjective occurs in pre-position on one and in post-position on the other in an otherwise identical caption. The student will explain in writing how the position of the adjective is related to the reality being illustrated. The student will give at least 85% of all the information necessary for an adequate explanation.

GOAL VII: THE STUDENT WILL SHOW AN IMPROVEMENT IN HIS PRONUNCIATION OF THE SOUNDS REPRESENTED BY THE LETTERS "R" AND "RR" IN SPANISH.

OBJECTIVE VIII: The student will show an improvement in his pronunciation of the single flap and trill in a guided conversation in Spanish.

(Any student who can already pronounce the sounds well described in any objective will be considered to have already achieved the objective.)

UNIT FOUR

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. THE FORMS OF THE IRREGULAR VERBS ESTAR, IR, AND DAR.
2. THE USE OF ESTAR AND SER WITH PREDICATE ADJECTIVES.
3. THE USE OF ESTAR TO INDICATE A RESULTANT STATE.
4. THE USE OF ESTAR, SER, AND HABER FOR LOCATION.
5. THE USE OF THE PREPOSITION A BEFORE INFINITIVES.
6. THE FORMS OF THE VERBS HACER, SALIR, SABER, AND CONOCER.
7. THE TRANSLATION OF ENGLISH TO KNOW BY SABER AND CONOCER.
8. SCHOOL AND CLASSROOM VOCABULARY.
9.

GOAL I: THE STUDENT WILL LEARN THE FORMS OF THE IRREGULAR VERBS ESTAR, IR, AND DAR.

OBJECTIVE I: The student will prepare slot analysis charts for the verbs, ESTAR, IR, AND DAR as indicated in objective IV, Unit I. 100%.

GOAL II: THE STUDENT WILL LEARN TO CHOOSE BETWEEN SER AND ESTAR WITH PREDICATE ADJECTIVES.

OBJECTIVE II: The student will be given a list of 10 life situations described in English which call for the use of predicate adjectives. He will then indicate whether SER or ESTAR is the proper choice to translate the English verb TO BE in each situation. Minimal achievement; 70%.

GOAL III: THE STUDENT WILL LEARN TO CHOOSE AMONG THE VERBS SER, ESTAR, HABER IN ORDER TO EXPRESS THE LOCATION OF ENTITIES AND EVENTS.

OBJECTIVE III: Given a list of 10 statements in English in which express the location of an entity or event with the verb TO BE, the student will choose among the verbs SER, ESTAR, AND HABER for correctly translating the verb TO BE. Minimal achievement; 70%.

GOAL IV: THE STUDENT WILL LEARN THE MEANING AND USE OF THE PREPOSITION A BEFORE DEPENDENT INFINITIVES.

OBJECTIVE IV: Given a list of 10 Spanish statements in which a conjugated verb form has a dependent infinitive, the student will insert the preposition A before those infinitives that require it. 80% accuracy.

(I want to go: to go is a dependent infinitive which depends on the verb form want.)

UNIT FOUR

GOALS AND OBJECTIVES

GOAL V: THE STUDENT WILL LEARN THE FORMS OF THE VERBS HACER, SALIR, SABER, CONOCER.

OBJECTIVE V: The student will prepare a slot analysis chart for the verbs HACER, SALIR, SABER, AND CONOCER. as specified in objective IV, Unit one. 100%.

GOAL VI: THE STUDENT WILL LEARN TO CHOOSE BETWEEN SABER AND CONOCER WHEN TRANSLATING THE ENGLISH VERB TO KNOW.

OBJECTIVE VI: Given a list of 10 statements in English which employ the verb TO KNOW, the student will indicate whether SABER or CONOCER will result in the correct translation. Minimal achievement; 70%.

GOAL VII: THE STUDENT WILL BE ABLE TO REFER TO OBJECTS IN THE CLASSROOM BY THEIR SPANISH NAMES.

OBJECTIVE VII: The instructor will point to an object in the classroom and then call on an individual to name the object in Spanish. The student will give a correct response in at least 3 out of 4 instances.

GOAL VIII: THE STUDENT WILL IMPROVE HIS ABILITY TO DETECT COMBINATIONS OF SPANISH SOUNDS.

OBJECTIVE VIII: The instructor will dictate a group of 20 nonsense syllables or words which include the five Spanish vowels plus those consonants which are represented by only one letter in Spanish. The student will correctly spell the sounds he hears in at least 15 items. No more than one error per item will be counted.

UNIT FIVE

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. STEM-CHANGING VERBS.
2. VERB OBJECTS.
3. 1ST AND 2ND PERSON OBJECT PRONOUNS.
4. THE PRESENT TENSE FOR PLANNED FUTURE ACTION.
5. THE PRESENT TENSE WITH DESDE OR HACE TO EXPRESS THE LENGTH OF A CONTINUING ACTION.
6. THE PRONUNCIATION OF ENGLISH COGNATES.
7. THE VOCABULARY FOR THE HOUSE.
8. THE NAMES OF THE CAPITAL CITIES OF SPANISH-SPEAKING COUNTRIES.

GOAL I: THE STUDENT WILL LEARN THE FORMS OF STEM-CHANGING VERBS.

OBJECTIVE I: The student will make 3 slot analysis charts for the present tense of the stem-changing verbs SENTIR, CONTAR, AND PEDIR. Same conditions as in Objective four, Unit I. 100%.

GOAL II: THE STUDENT WILL LEARN TO RECOGNIZE VERB OBJECTS AND UNDERSTAND THEIR RELATIONSHIP TO THE VERB AND ITS SUBJECT.

OBJECTIVE II: Given a list of 10 statements in Spanish, the student will underline the verb object if there is one, and tell if the action of the verb is being performed on the object. Minimal achievement; 80%.

GOAL III: THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE 1ST AND 2ND PERSON OBJECT PRONOUNS.

OBJECTIVE III: Given a list of 10 statements in Spanish in which the object of the verb is expressed by a noun or subject pronoun, the student will substitute the appropriate object pronoun form for the overtly expressed objects in at least 7 instances.

GOAL IV: THE STUDENT WILL UNDERSTAND THE USE OF THE PRESENT TENSE FOR ACTION YET TO TAKE PLACE.

OBJECTIVE IV: The student will shown 3 posters on which the caption uses the present tense for an anticipated action. The student will explain in writing the reason for this usage in terms of the scenes depicted by the posters.

UNIT FIVE

GOALS AND OBJECTIVES

GOAL V: THE STUDENT WILL LEARN TO EXPRESS THE LENGTH OF TIME A CONTINUING ACTION HAS BEEN GOING ON BY USING THE PRESENT TENSE IN SPANISH IN CONJUNCTION WITH THE FORMS DESDE AND HACE.

OBJECTIVE V: Given a list of 5 statements in English which tell how long an action has been going on or how long an existing state has been the way it is, the student will translate the statements into Spanish employing the present tense and the forms desde or hace.

GOAL VI: THE STUDENT WILL LEARN TO PRONOUNCE CORRECTLY IN SPANISH WORDS THAT ARE IDENTICAL TO OR NEARLY IDENTICAL IN SPELLING TO THEIR ENGLISH EQUIVALENTS.

OBJECTIVE VI: Given a list of 15 identical cognates, the student will underline the syllable that is stressed when each word is pronounce in Spanish. He must underline the correct syllable in at least 11 instances.

GOAL VII: THE STUDENT WILL LEARN THE SPANISH WORDS FOR THE HOUSE, ROOMS, AND ESSENTIAL FURNISHINGS.

OBJECTIVE VII: The student will write 10 original sentences telling the location of various objects around the house using ESTAR for location in 5 of the sentences and HABER in the other 5. Only the vocabulary items and the use of the two verbs will be graded. but any sentences with errors must be correctly rewritten. Minimal achievement is 70%.

GOAL VIII: THE STUDENT WILL LEARN THE NAMES OF THE CAPITAL CITIES OF SPANISH-SPEAKING COUNTRIES.

OBJECTIVE VIII: The student will purchase blank maps or if he prefers draw his own of the area covered by Latin America. He will label all Spanish-speaking countries and their capital cities. He may copy the information from any source available to him. 100% accuracy in the labeling is expected.

OBJECTIVE IX: Given a list of 10 Spanish-speaking countries and a list of 12 capitals of Spanish-speaking countries, the student will match the proper capital city with its corresponding country in at least 7 instances.

UNIT SIX

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. THE USE OF THE PREPOSITION A BEFORE PERSONAL DIRECT OBJECTS.
2. THE 3RD PERSON OBJECT PRONOUNS.
3. REFLEXIVE CONSTRUCTIONS
4. THE VERB GUSTAR TO TRANSLATE THE ENGLISH TO LIKE.
5. PREPOSITIONS WHICH INDICATE THE SPACIAL RELATIONSHIPS BETWEEN OBJECTS.
6. USE OF PEDIR AND PREGUNTAR.
7. THE IMPERFECT TENSE.

GOAL I: THE STUDENT WILL LEARN TO INSERT THE PREPOSITION A BEFORE A DIRECT OBJECT REFERRING TO A PERSON.

OBJECTIVE I: The student will be shown 6 posters 3 of which employ the personal A . The student will state the reason for the presence of absence of the prepositon in at least 5 instances.

GOAL II: THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE 3rd PERSON OBJECT PRONOUNS.

OBJECTIVE II: Given a list of 10 statements in Spanish in which the direct and indirect objects are expressed by nouns or subject pronouns, the student will substitute the object pronoun forms in their place. Minimal achievement is 70%.

GOAL III: THE STUDENT WILL LEARN TO USE THE VERB GUSTAR IN SPANISH TO TRANSLATE THE ENGLISH VERB TO LIKE.

OBJECTIVE III: Given 5 statements in English which tell what the subject likes, the student will translate then into Spanish by using gustar and the proper object pronoun.

GOAL IV: THE STUDENT WILL LEARN HOW TO USE VERBS AND OBJECT PRONOUNS IN REFLEXIVE CONSTRUCTIONS.

OBJECTIVE IV: Given a list of 5 statements in Spanish in which the subject performs an antion on someone else, the student will convert the sentence into one where the subject performs the action on himself.

UNIT SIX

GOALS AND OBJECTIVES

GOAL V: THE STUDENT WILL LEARN TO EXPRESS SPACIAL RELATIONSHIPS BETWEEN OBJECTS.

OBJECTIVE V: Given a list of 10 statements in English in which the physical location of one object in respect to another is stated, the student will indicate which Spanish preposition will correctly translate the expressed relationship in at least 7 instances.

GOAL VI: THE STUDENT WILL LEARN THE DIFFERENCE IN MEANING BETWEEN THE SPANISH VERBS PEDIR AND PREGUNTAR.

OBJECTIVE VI: The student will be shown 2 posters, one whose caption uses PEDIR and the other whose caption employs PREGUNTAR. The student will explain the difference. 100%.

GOAL VII: THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE IMPERFECT INDICATIVE TENSE.

OBJECTIVE VII: The student will make slot analysis charts for the imperfect indicative tense of COMPRAR, COMER, and VIVIR.

OBJECTIVE VIII: Given a list of 10 statements in English, the student will determine whether or not the verb is describing an action that was in progress at some point in time in the past.

OBJECTIVE IX: Given a list of 10 statements in Spanish describing an action in progress, the student change the verb form to describe an action that was in progress at some point in the past.

GOAL VIII: THE STUDENT WILL LEARN THE FORMS OF THE THREE VERBS THAT ARE IRREGULAR IN THE IMPERFECT INDICATIVE TENSE: SER, IR, AND VER.

OBJECTIVE X: The student will make slot analysis charts for the imperfect indicative tense of SER, IR, and VER. Same conditions as in Objective IV, Unit I.

UNIT SEVEN

CONTENT, GOALS, AND OBJECTIVES

CONTENT:

1. THE FORMS OF THE REGULAR PRETERITE TENSE.
2. THE FORMS OF THE PRETERITE OF SER, IR, AND DAR.
3. DEMONSTRATIVE ADJECTIVES AND PRONOUNS.
4. THE USE OF THE DEFINITE ARTICLE TO INDICATE ONE UNIQUE, TOTALITY, THE GENERIC WHOLE, AND FOR THE POSSESSIVE.
5. THE VOCABULARY FOR THE PARTS OF THE HUMAN BODY.
6.

GOAL I: THE STUDENT WILL LEARN THE FORMS AND FUNCTION OF THE PRETERITE TENSE IN SPANISH.

OBJECTIVE I: The student will prepare slot analysis charts for regular preterite tense of COMPRAR, COMER, AND VIVIR. Same conditions as in Obj. IV, Unit I.

OBJECTIVE II: The student will prepare slot analysis charts for SER, IR, and DAR. Since the forms for SER and IR are identical, only one chart is needed for both verbs. Same conditions as Objective I.

OBJECTIVE III: Given a list of 10 actions in English, the student will determine which ones cannot be described until after they have happened. 80%

OBJECTIVE IV: Given a list of 10 statements in English, [illegible] the student will indicate which situations describe the initiation of an action and which describe the termination of an action. Minimal achievement; 70%

GOAL II. THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE DEMONSTRATIVES IN SPANISH.

OBJECTIVE V: Given a list of 10 statements in Spanish, in which the demonstrative adjectives have been omitted, the student will supply the most appropriate demonstrative adjective making the agreement in gender and number required by the modified noun. Minimal achievement; 80%.

OBJECTIVE VI: In a guided conversation, each student will ask for the definition of a classroom object near him, a second object near the listener, and a third object away from both the speaker and listener. The student answering will in turn ask similar questions of another student, ect.

GOAL III. THE STUDENT WILL LEARN THE DIFFERENCES IN THE USAGE OF THE DEFINITE ARTICLE IN ENGLISH AND SPANISH.

UNIT SEVEN

GOALS AND OBJECTIVES

OBJECTIVE V: The student will be shown a set of posters on which the captions use the definite article with titles in some instances and not in others. The student will explain the reason for its use or omision on each poster. Minimal achievement is 70% accuracy.

OBJECTIVE VI: The student will be shown 2 posters whose captions employ a possessive adjective in one case and the definite article in the other. The student will explain the difference in meaning indicated. 100%.

OBJECTIVE VII: Given a list of 10 statements in English some of which have nouns referring to generic wholes, the student will translate the statements into Spanish using the definite article only when the generic whole is being referred to. Minimal achievement; 70%.

OBJECTIVE VIII: The student will explain why in Spanish, the definite article is used in two of the following statements and not in the third:

1. Fui el domingo.
2. Voy el domingo.
3. Hoy es domingo.

Minimal achievement is 100%.

GOAL IV: The THE STUDENT WILL LEARN THE VOCABULARY FOR THE THE HUMAN BODY.

OBJECTIVE IX: Given a list of names of the parts of the head and body, the student will match the words with the pictures on flash cards displayed in front of the class in at least 8 out of 10 instances.

UNIT EIGHT

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENTS:
1. THE PRETERITE OF STEM-CHANGING "I" VERBS.
2. THE PATTERN OF IRREGULAR PRETERITES.
3. THE COMPARISON OF INEQUALITY.
4. THE FORMATION OF SUPERLATIVES WITH THE SUFFIX -ÍSIMO.
5. THE LONG FORM POSSESSIVES.
6. THE NUMBERS FROM 21 TO 100.

GOAL I: THE STUDENT WILL LEARN THE FORMS OF THE VERBS WHICH HAVE STEM CHANGES IN THE PRETERITE TENSE.

OBJECTIVE I: The student will prepare slot analysis charts for the preterite of SENTIR and DORMIR. Same conditions as in Objective IV, Unit I.

THE STUDENT WILL LEARN THE FORMS OF THE VERBS THAT ARE IRREGULAR IN THE PRETERITE TENSE.

OBJECTIVE II: The student will prepare slot analysis charts for the verbs PODER, QUERER, SABER, and TRAER. Same conditions as for Objective I.

GOAL II: THE STUDENT WILL LEARN TO MAKE COMPARISONS OF INEQUALITY AND EXPRESS SUPERLATIVES.

OBJECTIVE III: Given a graph on which is plotted the ages and heights of four boys, the student will answer in Spanish English questions concerning the relative ages and heights of the four boys. Minimal achievement is 70%.t of

GOAL III: THE STUDENT WILL LEARN TO MAKE ABSOLUTE SUPERLATIVES BY ADDING THE SUFFIX -ÍSIMO.

OBJECTIVE IV: Given 5 statements in Spanish containing an adjective or adverb, the student will add the suffix -ísimo to the adjective or adverb making the necessary gender and number agreement when modifying an adjective. Minimal achievement is 4 out of 5.

GOAL IV: THE STUDENT WILL LEARN THE FORMS AND FUNCTIONS OF THE STRESSED POSSESSIVES.

OBJECTIVE V: Given a list of 10 English statements, cbntaining possessives, the student will translate the statements into Spanish and use the proper form of either the short unstressed possessive or long stressed forms. Mininal achievement is 70%.

UNIT EIGHT:

GOALS AND OBJECTIVES

GOAL V:	THE STUDENT WILL LEARN THE SPANISH NAMES FOR THE NUMBERS FROM 21 TO 100.
OBJECTIVE VI:	The instructor will write the arabic numerals for 20 numbers between 20-and 100. He will point to numbers at random and call on individual students to read the numbers in Spanish. Minimal achievement is 75%.
OBJECTIVE VII:	The instructor will dictate a group of 20 numbers in Spanish between 1 and 100. The student will write the corresponding Arabic numerals in at least 15 instances.

UNIT NINE

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. THE PRETERITE TENSE VS THE IMPERFECT TENSE.
2. THE PRETERITE OF THE VERBS SABER, CONOCER, AND QUERER.
3. THE USE OF THE PRESENT TENSE OF HACER PLUS AN INTERVAL OF TIME TO TRANSLATE AGO.
4. THE USE OF THE IMPERFECT TENSE OF HACER TO MEASURE THE INTERVAL OF TIME BETWEEN THE OCCURRENCE OF AN EVENT AND A LATER POINT IN TIME IN THE PAST.
5. THE USE OF ACABAR DE PLUS INFINITIVE TO TRANSLATE THE ENGLISH TO HAVE JUST (DONE SOMETHING.)
6. THE VOCABULARY FOR CLOTHING.

GOAL I. THE STUDENT WILL LEARN TO DETERMINE IN GIVEN SITUATIONS WHETHER AN EVENT BEGAN AT, WAS IN PROGRESS, OR ENDED AT THE RECALLED MOMENT.

OBJECTIVE I. Given a series of posters with English captions, the student will determine whether the verb describes the beginning, the middle, or the end of an event. Minimal achievement; 70%.

OBJECTIVE II. Given a series of posters with Spanish captions, the student will determine whether the verb describes the beginning, middle, or end of an event.

GOAL II: THE STUDENT WILL LEARN HOW THE PRETERITE TENSE CAN DESCRIBE THE BEGINNING OF MENTAL CONSIDERATIONS WITH SABER, CONOCER, AND CREER.

OBJECTIVE III: Given a set of 3 posters whose captions use the verbs SABER AND CREER, the student will be able to state in each case whether the beginning, middle, or end or the mental consideration is described by the verb on each poster. Minimal achievement; 2 out of 3.

GOAL III: THE STUDENT WILL LEARN HOW TO TRANSLATE THE ENGLISH CONCEPT WITH THE WORD AGO WITH THE USE OF THE PRESENT TENSE OF HACER PLUS AN INTERVAL OF TIME.

OBJECTIVE IV: Given a list of 6 statements in English which employ the English word ago. The student will translate them into Spanish in writing. Minimal achievement is 4 out of 6 correct.

GOAL IV: THE STUDENT WILL LEARN TO DESCRIBE IN IN SPANISH AN EVENT THAT HAD BEEN GOING ON UP TO A GIVEN POINT IN TIME IN THE PAST.

UNIT NINE

GOALS AND OBJECTIVES

OBJECTIVE V: Given a list of 3 statements in English which describe events which had been going on for a given interval of time at a recalled moment in the past, the student will translate the sentences into Spanish correctly in at least 2 instances.

GOAL V: THE STUDENT WILL LEARN TO USE THE IDIOM ACABAR DE IN THE PRESENT TENSE TO TRANSLATE THE ENGLISH TO HAVE JUST (done something).

OBJECTIVE VI: Given 4 statements in English which contain the expression "to have just," the student will translate them into Spanish correctly orally in at least 3 instances.

GOAL VI: THE STUDENT WILL LEARN THE VOCABULARY REFERRING TO THE MOST COMMON ITEMS OF CLOTHING.

OBJECTIVE VII: The instructor will show flash cards with pictures of items of clothing. After showing each picture, he will call on individuals to identify the pictured item in Spanish. Mimimal achievement is 3 correct responses out of 4.

UNIT TEN

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. THE REFLEXIVE WITH AN INDIRECT OBJECT.
2. THE REFLEXIVE FOR CHANGE IN PHYSICAL POSITION OR MENTAL DISPOSITION.
3. THE RECIPROCAL REFLEXIVE.
4. PLACING THE RESPONSIBILITY FOR THE ACTION.
5. THE REFLEXIVE FOR ABNORMAL EFFORT.
6. THE REFLEXIVE AS AN IMPERSONAL SUBJECT.
7. THE PRESENT (IMPERFECT) PARTICIPLE.
8. THE PRESENT PROGRESSIVE TENSE IN SPANISH
9. NUMBERS IN THE HUNDREDS.

GOAL I: THE STUDENT WILL LEARN TO DISTINGUISH BETWEEN THE USES OF THE REFLEXIVE IN SPANISH WHICH HAVE ENGLISH COUNTERPARTS AND THOSE THAT DO NOT.

OBJECTIVE I: Given a list of 20 sentences in Spanish all of which employ reflexive constructions, the student will translate them into English correctly in at least 15 instances.

OBJECTIVE II: The student will be shown a group of posters whose captions in Spanish employ reflexive constructions, but whose corresponding English translations do not. The student will state in each case the meaning of the reflexive construction with at least 70% accuracy.

GOAL II: THE STUDENT WILL LEARN TO USE REFLEXIVE CONSTRUCTIONS TO EXPRESS RECIPRICAL ACTION.

OBJECTIVE III: Given a list of 5 statements in Spanish describing one person doing something to another, the student will rewrite the statements to describe the same action being performed by the 2 persons to each other.

GOAL III: THE STUDENT WILL LEARN THE FORMS OF THE PRESENT (IMPERFECT) PARTICIPLE.

OBJECTIVE IV: Given a list of 10 infinitives, the student will write the correct form of the present participle in at least 8 instances.

UNIT TEN

GOALS AND OBJECTIVES

GOAL IV: THE STUDENT WILL LEARN THE USES OF THE PRESENT PROGRESSIVE TENSE IN SPANISH.

OBJECTIVE V: Given a list of 10 situations described in English, the student will determine if the action is unusual, the subject of discourse, or simply routine. On this basis he will choose either the present tense or the present progressive tense in Spanish as most appropriate for translation. Since either tense can be correct, the student must state his reasons for choice. Minimal achievement is 7 logical choices out of 10. All the English statements will use the present progressive tense.

GOAL V. THE STUDENT WILL LEARN TO EXPRESS NUMERICAL QUANTITIES IN SPANISH IN THE HUNDREDS AND THOUSANDS.

OBJECTIVE VI: The instructor will dictate a group of 20 numbers containing quantities in the hundreds and thousands. The student will write the Arabic numeral equivalents correctly in at least 15 instances.

OBJECTIVE VII: The instructor will write a series of numbers on the board ranging from the hundreds into the thousands. He will point at various numbers at random and call upon individuals to read in Spanish. The student will respond with a minimum of an accuracy of 3 out of 4 correct responses.

UNIT ELEVEN

CONTENT, GOALS, AND SPECIFIC OBJECTIVES

CONTENT:

1. THE FORMS OF THE REGULAR PRESENT SUBJUNCTIVE.
2. THE DIRECT COMMAND.
3. THE INDIRECT COMMAND.
4. THE COMMAND IN INDIRECT DISCOURSE.
5. THE DESIRE TO INFLUENCE, INFLUENCE, AND CONTROL. VS REPORT, PERCEPTION, AND KNOWLEDGE.
6. THE TRANSLATION OF LET US (DO SOMETHING) INTO SPANISH.

GOAL I. THE STUDENT WILL LEARN THE FORMS OF VERBS WHICH ARE REGULAR IN THE PRESENT SUBJUNCTIVE TENSE.

OBJECTIVE I: The student will prepare slot analysis charts for the present subjunctive of HABLAR, COMER, AND VIVIR. Same conditions as Objective iV, Unit I.

GOAL II. THE STUDENT WILL LEARN TO USE THE PRESENT SUBJUNCTIVE FOR DIRECT USTED AND USTEDES COMMANDS AND FOR INDIRECT COMMANDS.

OBJECTIVE II: Given a list of 10 statements in Spanish, the student will convert them first into direct commands and then into indirect commands. Minimal achievement is an accuracy of 70%.

OBJECTIVE III: The instructor will call on individual students to give indirect commands to other students. The student addressed by the first student will give the direct command as instructed. The third student will do whatever the command calls for. All three students will behave appropriately in at least 3 out of 4 instances.

GOAL III: THE STUDENT WILL LEARN TO REPORT A COMMAND GIVEN BY ANOTHER STUDENT (INDIRECT DISCOURSE).

OBJECTIVE IV: Objective III above will be carried one step further by having a 4th student report the command given by the second student, with the same level of performance.

GOAL IV: THE STUDENT WILL LEARN TO RECOGNIZE WHETHER THE SUBJECT OF AN INDEPENDENT CLAUSE IS REPORTING, PERCEIVING, OR HAS KNOWLEDGE OF WHAT THE SUBJECT OF THE DEPENDENT CLAUSE IS DOING; OR IF THE FORMER DESIRES TO INFLUENCE, IS INFLUENCING, OR IS CONTROLLING THE BEHAVIOR OF THE LATTER.

OBJECTIVE V. The student will be shown a series of posters some of which use the present indicative in the

OBJECTIVE V:(cont.)	dependent clause and some use the present subjunctive. The student will explain the reason for the use of either tense in each poster. Minimal achievement is 70%.
GOAL V.	THE STUDENT WILL LEARN HOW TO SAY LET US (DO SOMETHING) IN SPANISH.
OBJECTIVE VI:	The instructor will list the infinitives of 20 Spanish verbs on the board. He will point to a verb at random and call on an individual to say in Spanish LET US (do whatever the verb says). The student will respond correctly in at least 3 out of 4 responses.

UNIT TWELVE

CONTENT, GOALS AND OBJECTIVES

CONTENT:

1. VERBS WITH STEM CHANGES IN THE PRESENT SUBJUNCTIVE.
2. THE SUBJUNCTIVE AFTER AN EMOTIONAL REACTION.
3. THE FORMATION OF ADVERBS WITH THE SUFFIX -MENTE.
4. THE COMPARISON OF ADVERBS.
5. THE VOCABULARY FOR FOOD.
6. OVERALL QUALITY OF PRONUNCIATION.

GOAL I: THE STUDENT WILL LEARN THE FORMS OF VERBS WITH STEM CHANGES IN THE PRESENT SUBJUNCTIVE.

OBJECTIVE I: The student will prepar slot analysis charts for the present subjunctive tense of the verbs CERRAR AND CONTAR.

GOAL II: THE STUDENT WILL LEARN TO RECOGNIZE WHEN THE SUBJECT OF AN INDEPENDENT CLAUSE REACTS EMOTIONALLY TO WHAT THE SUBJECT OF THE DEPENDENT CLAUSE IS DOING.

OBJECTIVE II: The student will be shown a series of posters some of whose captions contain the present subjunctive in the dependent clause. The student will explain the reason for the subjunctive or indicative in the dependent clause. Minimal achievement is 70% accuracy.

GOAL III: THE STUDENT WILL LEARN TO FORM ADVERBS BY ADDING THE SUFFIX -MENTE TO THE STEM OF AN ADJECTIVE.

OBJECTIVE III: Given a list of 10 adjectives, the student will convert them into adverbs using the suffix -MENTE. Minimal achievement; 8 out of 10.

GOAL IV: THE STUDENT WILL LEARN THE SPANISH NAMES FOR COMMON FOODS.

OBJECTIVE IV: The instructor will call upon individuals to describe the usual foods that make up one of the 3 basic meals of the day.

GOAL V: THE STUDENT WILL SHOW AN OVERALL QUALITY IN PRONUNCIATION THAT WILL PERMIT A NATIVE TO UNDERSTAND HIM WITHOUT DIFFICULTY.

OBJECTIVE V: While performing objective IV above, the student will not project English features of pronunciation on any of the 5 Spanish vowels and the sounds represented by "B","V","D","T", AND "R".